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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

Social Emotional Learning Advisory Committee Meeting Notes

April 20, 2021

Via Zoom

Members attended:

Tammy Bolen, Camille Goldy, Cindi Wiek, Bonnie McDaniel, Caryn Park, David Beard, Debbie Tully, Mary Fertakis, Sarah Butcher, Sharon Shadwell, Laura Allen, Leiani Sherwin, Kristina Fredrick, Ric Pilgrim, Laurie Dils; John Glenewinkel; Maria Jacob; Sherri Bentley, Nita Hill, Maria Jacobs; Jordan Posamentier,

Members absent:

Tracy Pennington, Bill Kallappa, Shannon Thompson, Jon Claymore, Fahren Johnson, Tessa McIlrath

Vacant Member Positions

Governor's Office of Indian Affairs & Tribes

Meeting Notes	Action Items
<ul style="list-style-type: none">• Welcome and Introductions<ul style="list-style-type: none">○ Name, Affiliation, Position and Location○ Notes approved by committee○ Land Acknowledgement was given• Meeting objectives shared<ul style="list-style-type: none">○ Discuss and finalize legislative report• Review of Norms<ul style="list-style-type: none">○ Be present○ Be focused – Stay on mission○ Assume best intent, ask clarifying questions○ For comments/questions, turn nameplate on the side○ Provide positive feedback○ Be respectful○ Be open to others' experiences○ Make room for all voices• Land acknowledgement shared• OSPI equity statement shared	<p>Possibly revisit the norms for revisions in the future</p>

<p>Legislative</p> <ul style="list-style-type: none"> Legislative updates given <ul style="list-style-type: none"> Legislative Bills shared 	
<p>SEL and Equity</p> <ul style="list-style-type: none"> Reminder to committee: participation is open for this subcommittee, to participate e-mail Cindi – next meeting is April 29, 2021 	<p>E-mail Cindi to participate in SEL & Equity subcommittee</p>
<p>SEL Legislative Report Draft – Whole Group Discussion</p> <ul style="list-style-type: none"> Draft report was reviewed and edited in real time with the committee for verbiage changes/additions, or clarification during the meeting <p>Additional edits captured for final legislative report:</p> <p>Social Emotional Learning Advisory Committee Legislative Report Draft</p> <p>Executive Summary</p> <p>The Second Substitute Senate Bill 5082 (2019) directed the Office of Superintendent of Public Instruction (OSPI) to establish and staff a Social Emotional Learning Advisory Committee (Committee) under Revised Code of Washington (RCW) 28A.300.477 to build upon the work of the previous Social Emotional Learning Indicators (SELI) Workgroup.</p> <p>The purpose of the Committee is to promote and expand social emotional learning (SEL) implementation that is committed to a whole child approach providing every student with what they need by ensuring the work is grounded in equity, trauma-informed practices, and is culturally responsive and universally designed.</p> <p>The Committee discussed many topics revolving around the fidelity of implementation that led to the following recommendations that are explained in this report.</p> <p>Committee Recommendations:</p> <p>Infrastructure</p> <ol style="list-style-type: none"> Allocate and Pprioritize funding for Washington State standards-aligned, research-based SEL as tier I under the -Washington Integrated Student Supports Protocol (WISSP) inclusive of a Multi-Tiered System of Supports (MTSS) framework, and/or, -Integrated Student Supports Protocol. Require that Office of Superintendent of Public 	

Instruction, state agencies, Educational Service Districts (ESD), Local Education Agencies (LEAs), and early learning partners, K-12 state offices, agencies, and the department adopt the WISSP and MTSS frameworks together for use in school and out-of-school time learning settings.

Building Adult Capacity

2. Build adult capacity and continuity across adult learning that is aligned with the Washington SEL framework including, but not limited to:
 - a. Supporting SEL educator preparation programs recognizing that this makes possible school-wide and community-wide implementation
 - b. Providing early-learning, pre-service, in-service, and out-of-school professional development
 - c. Providing family and community learning opportunities

Collaboration and Stakeholder Engagement

3. ~~Provide Allocate dedicated funding~~ for the ~~support of~~ engagement of diverse stakeholders to ensure alignment with Washington's SEL guiding principles (culturally responsive, equity, universal design, and trauma informed practices). This funding will support stakeholder engagement to serve the following purposes: -to-
 - a. Evaluate and provide continuous quality improvement of existing resources
 - b. Identify, co-design, and co-develop needed resources
4. Increase funding for the SEL Advisory Committee to allow for stipends and substitutes for those not compensated by an organization/agency for their participation. ~~those members not representing an organization/agency-~~

SEL Advisory Committee Continuity

5. Change reporting from annual to biennial legislative report

Introduction

The Washington SEL Advisory Committee was established in a 2019 legislative budget proviso to address the growing body of evidence that shows the need for improving not only a student's academic needs, but also their social and emotional competencies which is critical to every child's development. 2SSB 5082 (2019) requires the SEL Advisory Committee to submit a progress report to the legislature annually beginning June 1, 2021. The progress report must include accomplishments, state-level data regarding implementation of SEL, and the identification of systemic barriers or policy changes necessary to promote and expand SEL.

Background Information

Washington defines social emotional learning (SEL) as the process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and life. Research shows that students who participate in SEL demonstrate increases in social emotional competencies, positive attitudes, and prosocial behaviors (Durlak et al., 2011); decreases in conduct problems, emotional distress, and substance abuse (Taylor et al., 2017); and an association between social emotional competence and post-school success, including increased rates of graduation and full-time employment by the age of 25 (Jones et al., 2015). Additionally, students who participated in SEL programs had an 11-percentile-point increase in academic achievement in the (Durlak et al., 2011) study, and a 13-percentile-point increase in the (Taylor et al., 2017) study, as measured by standardized test scores, compared with students who did not participate. These findings were consistent across elementary, middle, and high school, and across suburban, rural, and urban school settings. ([Social Emotional Learning in Washington K-12 Public Schools, 2019](#))

Reference to the Washington SEL Framework is made in the recommendations. The framework outlines a shared, statewide approach to implementing SEL at the district and school level. The SEL framework, which is part of the [Washington State Social Emotional Learning Implementation Guide](#), offers this shared vision through four guiding principles and establishes three essential elements for successful SEL implementation.

The framework commits to four guiding principles:

- Equity. Each child receives what he or she needs to develop to his or her full academic and social potential.
- Cultural Responsiveness. Draws upon students' unique strengths and experiences while orienting learning in relation to individuals' cultural context.
- Universal Design. Provides a framework to improve and optimize teaching and learning for all people by removing barriers in the curriculum.
- Trauma-Informed Practices. Recognizes the unique strengths and challenges of children and youth in light of the adversities they face.

The framework has the following three essential elements:

- Create conditions to support students' SEL by creating a positive school climate and culture, linking SEL to existing school policies and practices, focusing on classroom-based approaches that promote SEL, selecting and implementing evidence-based SEL practices, and using data for continuous improvement.
- Collaborate with families, communities, and ELO providers in the design, implementation, and review of local plans to integrate SEL in schools and communities.
- Build adult capacity means building adult SEL competencies that can be demonstrated and modeled. Creating a SEL leadership team, developing a vision statement, conducting a needs and readiness assessment, and

creating an implementation plan will ensure that professional learning is targeted and will support meeting the needs of all students. ([Washington State SEL Implementation Guide, 2019](#))

Members of the Advisory Committee

SB 5082 (2019) identified the makeup of the members of the Committee to be the following:

- Members appointed by the Governor must include:
- Four members in consultation with the state ethnic commissions, who represent the following populations:
 - African Americans
 - Hispanic Americans
 - Asian Americans
 - Pacific Islander Americans
 - One representative from the educational opportunity gap oversight and accountability committee created in RCW 28A.300.136. 27
- The governor and the tribes are encouraged to jointly designate a total of two members to serve on the committee who have experience working in and with schools:
 - One member from east of the crest of the Cascade mountains;
 - One member from west of the crest of the Cascade mountains.
- Members appointed by OSPI must include:
 - One representative from the department of children, youth, and families
 - Two representatives from OSPI:
 - One with expertise in student support services;
 - One with expertise in curriculum and instruction;
 - One representative from the office of the education ombuds;
 - One representative from the state board of education;
 - One representative from the health care authority's division of behavioral health and recovery;
 - One higher educational faculty member with expertise in social-emotional learning;
 - One currently employed K-12 educator;
 - One currently employed K-12 administrator;
 - One school psychologist;
 - One school social worker;
 - One school counselor;
 - One school nurse;
 - One mental health counselor;
 - One representative from a school parent organization;
 - One member from a rural school district;
 - One representative from the educational service districts;
 - One representative from a coalition of members who educate about and advocate for access to social-emotional learning and skill development;

- One representative from a statewide expanded learning opportunities intermediary;
- One representative from a nonprofit organization with expertise in developing social-emotional curricula;
- One representative from a foundation that supports social emotional learning; and
- One representative from a coalition of youth-serving organizations working together to improve outcomes for young people.

Appendix A contains a complete list of current committee members, subcommittee members, and OSPI staff.

The organizations of the required members were sent a letter that identified the purpose of the SEL Advisory Committee and were asked to identify a representative for their organization to participate on the SEL Advisory Committee. This letter can be found in Appendix B. Subsequent email messages with similar content were sent. Phone calls were also made if the organization did not respond. Presentations and requests were made at the Tribal Leaders Congress meetings, the Western Washington Native American Education Consortium, and to the State-Tribal Compact Schools meetings seeking representation on the SEL Advisory Committee.

Diversity and inclusion have been discussed on multiple occasions. Representation and inclusion of Black, Indigenous, and other people of Color within the Committee has been a continued effort throughout the year and will be future work as well. Representatives from the Commission on Hispanic Affairs, the Commission on Asian Pacific American Affairs, and the Commission on African American Affairs were appointed and have participated. We are still seeking appointments and participation from the Governor’s Office of Indian Affairs (GOIA), and tribal representation.

OSPI will continue to reach out to GOIA, and continue to attend the Tribal Leaders Congress and Tribal Compact Schools Leadership Committee meetings in an effort to build relationships and to grow the committee membership’s diversity and representation to ensure that all voices are heard.

Convening the Committee

The 2020 meeting schedule originally included 8 in-person, full-day meetings and 3 zoom meetings. Five subcommittees were formed to work on the specific tasks identified in the legislation. Members volunteered to serve on one of the 5 subcommittees that were to meet monthly via Zoom:

- Implementation and Collaboration
- Implementation Data and Evaluation
- K-12 Standards Alignment
- Education Preparation Programs
- Professional Development

A sixth subcommittee, the SEL and Equity subcommittee, was formed because of discussion specifically regarding equity, anti-racism and anti-bias work needed. All members may be on this subcommittee and all members may attend the monthly

meetings. The SEL and Equity subcommittee has done specific work such as researching racial equity tools and reviewing the recommendations utilizing the chosen tool. Ultimately, it is the plan to provide training to the entire Committee to ensure equitable practices are infused into all the work the Committee does.

SEL Advisory Committee Meetings

The first two in-person meetings in January and February took place in Tacoma, WA. These two meetings served to review the SEL Washington SEL framework and resources that have already been developed. The committee members discussed how best to accomplish the work and identified goals and decided on subcommittees. REL Northwest shared information regarding the [Washington Statewide Landscape Scan](#) that had been completed with the previous workgroup. The information from this scan correlated directly with the legislatively mandated tasks.

In addition, Renton School District presented and provided a question and answer session on the following:

- SEL work happening in their district
- How the Washington-developed SEL resources have been utilized
 - Needed additional resources and support
 - Work happening specifically on equity

It was the intent to have different school districts present at each in-person meeting.

COVID-19 affected not only the Advisory, but also the meeting content, and some membership of the Advisory. Adjusting to three-hour, online meetings limited the content that could be covered in a much shorter time. Additionally, some members' job positions were changed or eliminated; therefore, we saw a loss or turnover in our membership.

Monthly meetings consisted of main topic(s) of discussion and an update on the work each subcommittee was doing. All meetings were open, public meetings with public comment time allotted.

SEL Meeting Topics included

- Review of required work for the Advisory Committee as identified in RCW [28A.300.477](#)
- Review of the history of the previous SEL workgroup and the developed resources
- Review and discussion of the importance of the landscape scan and stakeholder engagement
 - Discussion and creation of Advisory Committee processes
 - Chair expectations and selection process
 - Decision-making process for committee and voting process for committee
- Discussion and creation of Advisory Committee Goals
- Workplan for committee
- Washington SEL Capacity Building Training Series (REL NW)
- Members signed up for subcommittees and spent time strategically planning

- Renton SD shared SEL implementation experiences, equity work, and how they were building adult capacity around SEL
- Discussion of district team presentations
- Legislative updates, bills shared relative to SEL work
- Multi-Tiered System of Supports (MTSS) and SEL infrastructure
- SEL Happenings – Open Education Resource (OER) site for SEL, SEL GovDelivery newsletters, collaboration, and presentations
- Transformative SEL, equity and bias
- Discussion regarding COVID 19 and the heightened inequities that have been exposed
- Creation of an SEL and Equity subcommittee
- Professional Education Standards Board (PESB) presentation regarding:
 - -SEL work
 - -SEL grants
- SEL standards alignment to teacher, principal, and para-educator standards completed in collaboration with OSPI
- Discussion of SEL and Equity on the following:
 - Building adult capacity around bias and racism
 - Social justice and the connections to SEL
 - Discussion of the EOGOAC joint meeting and future EOGOAC collaboration ideas
- Review of draft Washington State School Directors Association (WSSDA) policy on creating a positive school and classroom climate integrated with SEL which was written in collaboration with members of the SEL Advisory Committee
- Discussion of legislative report timeline, work, and recommendations

Summary of Work 2019-2021

The Committee met monthly during 2020-2021.

Meeting agendas, notes, and presentation materials may be found on the [OSPI SEL webpage](#).

The Coronavirus pandemic and the impact it is having on students, educational staff, and communities has been discussed at length by the Committee. This pandemic has heightened the awareness and need for SEL in students and adults. In June 2020, the Implementation subcommittee wrote a letter on behalf of the SEL Advisory Committee to OSPI. This letter expressed the committee's concerns for students and families during the pandemic and made policy recommendations to help support the students. The recommendations included the following:

1. Formally adopt and align state offices, agencies, and department work that serves the mental and behavioral wellness of youth, to a multi-tiered system of supports (MTSS) framework;
2. Incorporate in that framework under Tier I the OSPI SEL standards, benchmarks, and related work;
3. Prioritize SEL funding and MTSS emergency and regular budget funding in relation to remote learning during stay-at-home orders and in relation

to learning after stay-at-home orders are lifted, including eventual LEA re-entry plans;

4. Request or encourage LEA re-entry plans articulate how they will prioritize SEL under an MTSS framework;
5. Request or encourage LEA re-entry plans further articulate how they will develop adult SEL professional learning;
6. Request or encourage LEA re-entry plans articulate how the SEL efforts in schools will coordinate with out-of-school time (OST) SEL offerings.

Appendix C contains the complete letter.

The OSPI SEL Program Supervisor provided numerous presentations on trauma-informed practices during the course of the year and partnered with the OSPI Behavioral Health and Suicide Prevention Program Supervisor to write guidance documents and identify resources that could support students, families, and schools during the pandemic. As domestic violence calls increased dramatically in 2020, the SEL Program Supervisor also partnered with OSPI staff members and other state agencies to increase the awareness of signs of child abuse and the resources available.

The SEL Online Module update also includes a new segment, SEL Considerations for the COVID-19 Pandemic that includes the following information that is open for anyone to access:

1. Gain familiarity with provisions of state and federal, school-based guidance that relate to development of social and emotional skills
 2. Locate and access resources and examples to facilitate the incorporation of SEL into remote learning
 3. Identify trauma-informed practices and strategies to incorporate into SEL during remote learning and during the transition back to in-person instruction
 4. Recognize the need for adult SEL to be provided to educators, families, and caregivers now more than ever, and list potential strategies in which administrators and educators can engage to support adult SEL competencies and capacities needed for distance learning and transitioning back to in-person instruction
 5. Describe the importance of relationship building and identify strategies for building relationships during the COVID-19 era
- **6.** Understand the critical importance of approaching SEL in an equitable and culturally responsive manner, specifically in the context of the COVID-19 crisis and the disproportionate and inequitable **effects-cumulative impact** of the pandemic
- The Second Substitute Senate Bill 5082 (2019) requires specific tasks of the Committee. The following section includes the required tasks and the corresponding work.
1. **Develop and implement a statewide framework for SEL that is trauma-informed, culturally sustaining, and developmentally appropriate**
 - The SEL framework was created by the previous workgroup. [The Washington SEL standards, benchmarks, and indicators](#) make up this

framework and are trauma-informed, culturally responsive, and developmentally appropriate.

- Provided 25 presentations to numerous groups highlighting the SEL implementation framework, guidance and SEL online module
- Invited to, serving on, or attending Advisory committees, and/or regular meetings to provide SEL expertise:
 - School Safety and Well-Being Advisory Committee
 - Behavior
 - Ethnic Study Advisory
 - Tribal Leaders Congress
 - State Compact Schools Meetings
 - SEL District meetings
 - Collaborating with REL NW to provide a Capacity Building Training Series to school district and Educational Service District (ESD) teams. **Appendix D contains more detailed information regarding this training series.**

- To strengthen SEL planning and implementation in districts across Washington, series of trainings specifically designed for systems leaders and capacity builders such as ESDs has been developed and is underway. This training series is designed as a cohort model in response to requests for more opportunities for system leaders and SEL champions to share local lessons learned around SEL implementation, develop a shared understanding of the latest research and statewide guidelines, and apply this information to their local context.

- The project has three goals:
 1. Increase understanding of the evidence base for quality SEL implementation in schools, including promising practices related to systems conditions, adult capacity, and community collaboration.
 2. Increase the use of evidence-based resources, including the Washington SEL guidelines and resources, to support SEL planning, implementation, and evaluation in districts of all sizes.
 3. Create opportunities for capacity builders and educators across the state to connect, share lessons learned, and discuss the implications of research and evidence for the integration of SEL with existing efforts related to academics, multi-tiered systems of supports (MTSS), and equity.

- Washington is a member of the Collaborating State Initiative (CSI) led by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Launched in 2016, the purpose is to work with Washington to help ensure that preschool to high school students are fully prepared—academically, socially, and emotionally—to succeed in school, at work, and in life. ([Collaborating States Initiative, 2021](#)). CASEL helps Washington by:

- Sharing research findings, information about best practices, and resources/tools such as guidance on how to integrate SEL into English Language Arts, mathematics, and social studies
- Facilitating connections and sharing of examples and resources across states
- Providing technical assistance

- Documenting how states, districts, and schools are implementing these policies and practices
- Translated SEL standards, benchmarks, and indicators into Spanish and Chinese
- Translated SEL Briefs into Spanish and Chinese
 - i. SEL Educational Leaders Brief
 - ii. SEL Educator Brief
 - iii. SEL Parents and Families Brief
 - iv. SEL Community and Youth Organizations Brief
 - v. Culturally Responsive SEL Brief
 - vi. Equity Brief

Future work: Consider identifying where SEL can support and coincide with anti-racist efforts.

2. Review and update as needed the standards and benchmarks for SEL and the developmental indicators for grades K—12 and confirm they are evidence-based

- Advisory discussed and confirmed that the SEL standards, benchmarks and indicators are evidence-based

Future work if funded: Engage stakeholders (educational staff, students and families) to provide knowledge about the strengths and challenges of current resources and identify additional resources needed

3. Align the standards and benchmarks for SEL with other relevant standards and guidelines including the health and physical education K—12 learning standards and the early learning and development guidelines

- Discussed and prioritized K-12 programs that should be aligned with SEL standards
 - i. Early Learning
 - ii. Health and Physical Education
- Discussed and began aligning the health and physical education standards with the SEL standards
- Collaborated with OSPI standards database/alignment project to ensure compatibility
 - Developed a standards alignment tool
 - Secured funding for and began creating an Early Learning alignment tool and aligning Early Learning standards guidelines to the SEL standards
 - Added the alignment of ~~Discussed and began aligning~~ the Arts standards with SEL standards
 - Discussed and recommended the alignment to the social justice standards

Future work: Complete alignment of PE, Health, and Arts standards and continue discussion of the social justice standards. –

4. Advise OSPI on adopting the standards

- OSPI adopted the SEL standards in January 2020 (Appendix F - OSPI adoption letter)

5. Identify best practices or guidance for schools implementing the standards, benchmarks, and indicators for SEL

- The Washington State Implementation Guide was created by the previous SEL Workgroup. The SEL Advisory Committee promoted the use of the Washington State Implementation Guide, SEL standards, benchmarks and indicators through presentations, professional learning, collaboration with schools, districts, and ESDs.

6. Identify professional development opportunities for teachers and educational staff and review, update, and align as needed to SEL online education module

SEL Online Module work:

- Acquired funding and contracted with American Institute for Research to collaborate with OSPI, and Advisory to update and align SEL online module segments to SEL framework (to be completed by June 29, 2021)

Future work: *Develop Facilitator’s Guide to help school and district teams effectively engage with the SEL module content*

Future work: *Provide webinar to help stakeholders engage with SEL module and SEL developed resources*

Professional Development:

- Researched professional development opportunities
- Researched professional development standards, implementation, strategies, and best practices
- Created professional development guidance document draft

Future work: *Finalize professional development document and engage stakeholders for feedback. [Consider guidance for schools on implementation of K—3 SEL best practices \(required by RCW 28A.400.375\)](#)*

7. Consider systems for collecting data about SEL implementation and monitoring implementation efforts

Discussed and researched the various data that could be collected to evaluate SEL implementation

- Reviewed tools that guide districts in evaluating implementation
- Held a joint meeting and collaborated with the Collaborative for Academic and Social Emotional Learning (CASEL) in discussion of data and evaluation, potential pitfalls, and needed professional development
- Collaborated with EOGOAC to launch survey to education and community stakeholders seeking current data usage practices, resources and needs **(Appendix G - letter and survey)**

8. Identify strategies to improve coordination between early learning, K—12 education, youth-serving community partners, and culturally-based providers, and higher education regarding SEL

- Priority for the Preparation Programs subcommittee was the development of practical guidelines and resources for preparation programs that incorporate Washington state’s SEL framework. SEL resources were researched from across the country including many publications by the [National Equity Project](#) and the [Collaborative for Academic, Social, and Emotional Learning](#). Understanding the importance of equity when implementing SEL served as a foundation for the work of this subcommittee.

The subcommittee also surveyed and spoke with members of the Washington Association of Colleges for Teacher Education (WACTE) and of the Washington Council of Education Administration Programs (WCEAP) regarding what information would be most helpful to teacher and principal preparation programs. The subcommittee reviewed OSPI's SEL resources, including the [SEL Standards, Benchmarks and Indicators](#), the [Washington State SEL Implementation Guide](#), the [SEL Educator Brief](#) and the [SEL Educator Leaders Brief](#).

Based on this research, the sub-committee created two draft briefs:

- [The Washington State Teacher Preparation Program SEL Implementation Brief](#)
- [The Washington State SEL Implementation Brief for Principal Preparation Programs](#)

Both draft briefs contain very similar information, including:

- An explanation of SEL and its importance
- First steps or entry points for preparation programs
- Washington State requirements for preparation programs
- Resources for SEL and related competencies

Several months were then spent seeking and gathering feedback on the drafts from various stakeholders which can be seen in [Appendix H](#).

Future work: reviewing all feedback to determine what revisions need to be made to the draft briefs. The anticipated publication of the final versions of both briefs is late May 2021.

9. In addition to regular Committee meetings, the Committee must have a joint meeting annually with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

- Completed on November 3, 2020
 - i. Each Advisory Committee ([SEL and EOGOAC](#)) shared current and past work
 - ii. Question and Answer on work
- Discussion on possible future joint projects included:
 1. Holding a joint community forum
 2. Collaborating on SEL and equity or social justice work
 3. Reviewing and providing insight on the preparation program documents

10. Stakeholder Engagement

Provided 25 presentations to numerous groups highlighting the SEL implementation framework, guidance, and the SEL online module. Established an informal survey during presentations to engage with participants regarding the Washington resources being used, needs still unmet, and status of SEL implementation. [A complete list can be found in Appendix I](#)

The OSPI SEL Program Supervisor has served on committees and collected and shared information while attending various meetings with the following:

- School Safety and Well-Being Advisory Committee
- Ethnic Study Advisory Committee
- Tribal Leaders Congress

- State Compact Schools
- Various district and ESDs
- School Safety and Well-Being Youth Advisory Committee
- Behavioral Health Collaborative

The OSPI SEL Program Supervisor has engaged with ESDs, districts, and schools in person prior to March 2020 or via Zoom since that time. Many of the meetings covered discussion of SEL implementation, challenges, needs, best practices, utilized WA developed SEL resources and their experiences with these, and resources still needed. **A complete list can be found in Appendix J)**

Washington has joined a multi-state Communications Collaborative working with WestEd and the Center to Improve Social Emotional Learning and School Safety. The goal of this work is the focus on internal OSPI efforts to ensure common understanding and share common initiatives and resources around SEL. Monthly OSPI team meetings are held. Empathy interviews were performed to engage with OSPI staff to identify:

- How SEL intersects with their work
- Areas of SEL understanding
- SEL needs
- A communication process for SEL work coordination

Future work: *Based on information gathered from OSPI staff, draft strategic plan to provide professional learning, resources, and communication guidance regarding SEL.*

Recommendations to the Legislature

Description of how recommendations were generated and prioritized, followed by a list of recommendations.

The Committee created and worked in subcommittees to accomplish the tasks presented in 2SSB 5082 (2019). As the work progressed, the subcommittees kept track of potential recommendations based on systemic barriers they encountered, needed policy changes, or needed policy development. Subcommittees presented their work and recommendations over a series of Committee meetings. Discussion took place in small group breakout sessions and whole committee discussions that were open to the public and open for public comment. Recommendations were drafted and pared down as a whole group through discussion. The SEL and Equity subcommittee reviewed the recommendations utilizing the [PSESD Racial Equity tool](#) that the Committee had voted to adopt. The PSESD Racial and Equity Tool was used to incorporate racial equity analysis into the recommendation decision making process. The Committee has five recommendations that are explained in the following paragraphs.

Infrastructure

Discussion among members of the Committee prioritized including SEL at the tier 1 level within a Multi-Tiered System of Supports (MTSS) or similar Integrated Student Supports Protocol. By integrating SEL in the MTSS or similar tiered-supports system, SEL provides both academic and behavioral integrated support.

“A Multi-Tiered System of Supports (MTSS) is a framework for enhancing the adoption and implementation of a continuum of evidence-based practices to achieve important outcomes for every student. When MTSS is implemented with fidelity, this prevention-based framework ensures that schools create the necessary conditions to systematically integrate academic and nonacademic supports to meet the needs of the whole child. This integration involves coordination of tiered delivery systems, including Academic Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS), Pyramid Model, and SEL. By integrating these supports, schools may increase the efficiency, effectiveness, and sustainability of their services (McIntosh & Goodman, 2016). The MTSS framework builds on a public health approach that is preventative and focuses on organizing the efforts of adults within systems to be more efficient and effective. MTSS helps to ensure students benefit from nurturing environments and equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs.” ([Washington’s Multi-Tiered System of Supports Framework, 2020](#))

Teams use strength-based universal screening to collect data to guide instruction and identify students who require additional support for increasingly intensive interventions based on need. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.

The MTSS framework provides general guidelines for structuring each tier of support but does not prescribe specific supports and interventions at each tier. Each school has different needs depending on the students they serve. Community and ~~parent collaboration~~ [family engagement](#) should be a part of the MTSS process. Creating conditions to support SEL implementation involves maintaining a positive school climate and culture and infusing SEL into policies and procedures in and out of the classroom. This should be done in collaboration with the school, families, community and youth serving organizations. ([Washington State Implementation Guide, 2019](#)).

At its core, MTSS is driven by a decision-making process that uses high-quality data. Schools use this decision-making process to determine which supports will be needed to meet students’ academic and behavioral needs at each tier. ([Connecting schoolwide SEL with Other School-based Frameworks, 2018](#)) In MTSS, SEL is a universal, tier 1 support taught to all students through integration of SEL in classroom lessons provided by classroom teachers. Students who may have an Individual Education Plan (IEP) for behavior or academics may, for example, be provided more intensive support at tier 2 through additional SEL lessons to help build strengths around that behavior or academic need. Integrating SEL as a tier 1 support on the MTSS or similar tiered support system provides a framework that many schools are using.

For these reasons, the Committee makes the recommendation to:

Prioritize funding for standards-aligned, research-based SEL as tier I under a Multi-Tiered System of Supports framework, and/or Integrated Student Supports Protocol. Require that early learning partners, K–12 state offices, agencies, and the department adopt the MTSS framework together for use in school and out-of-school time learning settings.

Building Adult Capacity

Building adult capacity in SEL involves adult learning and unlearning. Effective SEL requires adults to shift their mindsets, skills, and behaviors to model SEL and promote equity and inclusion for every student. Schools and early learning programs need resources and guidance to build adult capacity so SEL efforts do not perpetuate ~~inequalities~~inequities. Building adult capacity to support SEL, must include anti-bias and anti-racism training. Building adult capacity should provide shared learning, training, and developing a safe environment that supports SEL for adults and students. Research has shown that educators who have training in their own SEL competencies demonstrate higher levels of patience and empathy, encourage healthy communication, and create safe learning environments. They teach and model social and emotional competence for their students more effectively. They develop and maintain stronger relationships with students which leads to improved classroom management, reduced distress in students, and fewer discipline problems ~~which~~ ultimately benefits a school's overall climate. ([CASEL Guide to Schoolwide SEL, 2021](#))

Schools, ~~and~~ districts, and preparation programs need to ensure staff educators and staff receive pre-service, in-service training and ongoing, job-embedded professional learning related to SEL. Quality SEL requires investments of ongoing training and time. Adequate time to plan, teach, practice, and integrate SEL is necessary as well as time to collaborate across roles (e.g., counselors and teachers) -to better support students. The training that is provided should be responsive to the community. Therefore, it is imperative to engage with families, students, and community as a part of the planning process.

Supporting SEL educator preparation programs makes school and community-wide implementation possible. This committee has done extensive work creating educator preparation and principal preparation program guidance that helps explain the need to prioritize SEL and aligns the guidance with the Washington SEL framework. Having educators and administrators begin their careers with the foundation of SEL already established will improve the implementation of SEL in schools and districts throughout the state.

For these reasons the Committee makes the recommendation to:

Build adult capacity and continuity across adult learning that is aligned with the Washington SEL framework including, but not limited to:

- a. Supporting SEL educator preparation programs recognizing that this makes possible school-wide and community-wide implementation
- b. Providing early-learning, pre-service, in-service, and out-of-school professional development

c. Providing family and community learning opportunities

Collaboration and Stakeholder Engagement

Effective engagement helps ensure that diverse family, student, school, and community perspectives are heard so that their needs become the priority that fuels continuous improvement efforts. Development with stakeholders to further understand their perspectives and needs around equity, universal design for learning, and trauma-informed practices, and their relevance to the implementation of SEL is needed. Through collaboration and engagement, resources are co-designed and developed. Providing the ~~support~~ resources to allow the Committee to engage with stakeholders whose voice is typically not heard, specifically Black, Indigenous, and other people of Color, gender, disability, and economics to create what is needed together. Needs are identified and thoughts and perspectives on the topic are gathered which can become the opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

The Committee used surveys to collect information, but found the response was minimal and upon analysis found it was lacking in representation of the diverse voice that makes up Washington. Surveys are not an effective tool as a sole source of engagement.

~~Support is~~ Resources are needed to elevate diverse perspectives of people, particularly who have been left out of conversations and decisions about education. Providing support will allow this committee to prioritize resource development, identify gaps, and continuously improve the guidance and resources that have been created to ensure they are culturally responsive, equitable and trauma-informed to meet the needs of all Washington families. Understanding the value of having all voices being heard means providing support for translators, time, and providing for places to hold focus group discussions.

The Committee decisions and work need to be inclusive and equitable, and this requires ensuring all voices are brought to the table. Providing stipends for Committee members and substitutes for those not representing an organization or those members volunteering their time will allow for more diverse and consistent representation and participation.

For these reasons, the Committee makes the recommendations for the following:

Provide for the support of engagement of diverse stakeholders to ensure alignment with Washington’s SEL guiding principles (culturally responsive, equity, universal design, and trauma informed practices) to:

- Evaluate and provide continuous quality improvement of existing resources
- Identify, co-design and co-develop needed resources

Increase funding for the Committee members to allow for stipends and substitutes for those not representing an organization/agency.

Committee continuity

<p>The Committee has spent the last 3 months of the Committee meetings discussing the legislative report and the recommendations. To reduce the burden of time spent on this each year, the Committee is making the recommendation to: Change reporting from annual to biennial legislative report.</p> <p>Conclusion and Next Steps</p> <p>The Committee has met the legislative requirements set forth under SB5082 (2019) during 2019–2021 school year. The Committee met monthly, discussed, and made progress on promoting and expanding SEL and provided recommendations for increasing the promotion and expansion of SEL. The work of this Committee is ongoing and will continue into the 2021-2022 school year.</p> <ul style="list-style-type: none"> • Edits and comments were saved for final draft reference • Formatting will be completed in OSPI template • Final draft will be brought to May 2021 meeting for review 	
<p>Public Comment</p> <ul style="list-style-type: none"> • First, what an amazing job the authors of the draft report have done! During the meeting on Tuesday I was able to see some of the revisions being made in real time, but my only comment is based on what I read in the original draft, so it may not be relevant. <ul style="list-style-type: none"> ○ The Executive Summary includes the statement: <ul style="list-style-type: none"> ▪ "The purpose of the Committee is to promote and expand social emotional learning (SEL) implementation that is committed to a whole child approach providing every student with what they need by ensuring the work is grounded in equity, trauma-informed practices, and is culturally responsive and universally designed." ○ I'm wondering if any revisions were made to the draft to include technical support for assessing fidelity to SEL implementation. Will each school district have access to a rubric that allows them to crosswalk (i.e., compare) their unique implementation of SEL with the state guidelines or some other guidelines? Regarding fidelity, how will OSPI know that districts are implementing SEL activities with fidelity? Are all SEL resources required to provide a fidelity checklist? 	
<p>Next Steps/Action Items</p>	

<ul style="list-style-type: none">• Seeking additional participation for the SEL & Equity subcommittee• Determine processes/logistics moving forward• Review of final SEL Legislative report	
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